

## **16 KAR 2:040. Interdisciplinary early childhood education, birth to primary.**

RELATES TO: KRS 157.3175, 161.020, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualifications for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.028(1)(f) requires the Education Professional Standards Board to issue and renew any certificate. This administrative regulation establishes the professional certificate for interdisciplinary early childhood education, birth to primary; the interdisciplinary early childhood education teacher performance standards; and the standards for approval of a program leading to this certificate.

Section 1. Definitions. (1) "Culturally diverse" means the wide range of differences among individuals that result from cultural and ethnic backgrounds, socioeconomic status, gender, personality traits, physical abilities and disabilities, and the interaction of factors of variability.

(2) "Family-centered services" means services in which family needs and desires determine all aspects of service delivery and resource provisions that promote family decision-making capabilities and competencies.

(3) "Interdisciplinary" means a preparation program combining early childhood and early childhood special education.

(4) "Teacher performance standard" means a set of teaching and managing tasks that an early childhood educator shall be able to demonstrate in early childhood programs.

Section 2. (1) The professional certificate for interdisciplinary early childhood education, birth to primary, shall be issued to an applicant who has completed:

(a) A bachelor's degree and the approved program of preparation for this certificate as described in Sections 6, 7, and 8 of this administrative regulation at an educator preparation institution approved by the Education Professional Standards Board with:

1. A cumulative minimum grade point average of 2.50 on a 4.00 scale; or

2. A minimum grade point average of 3.00 on a 4.00 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;

(b) The approved written assessments established in 16 KAR 6:010; and

(c) The Kentucky Teacher Internship Program established in 16 KAR 7:010.

(2) To apply for the professional certificate for interdisciplinary early childhood education, birth to primary, an applicant shall submit a completed Form TC-1, incorporated by reference in 16 KAR 2:010, to the Education Professional Standards Board.

Section 3. The professional certificate for interdisciplinary early childhood education, birth to primary, shall be issued and renewed in accordance with the provisions of KRS 161.030, 16 KAR 2:010, and 16 KAR Chapter 4.

Section 4. (1) The professional certificate for interdisciplinary early childhood education, birth to primary, shall be valid for teaching children from birth to entry into the primary program,

including teaching children in kindergarten or another program for five (5) year old children if the program is operated separately from the primary program.

(2) A person holding this certificate shall serve as a primary developer and implementer of an individual program for children with or without disabilities including an individual education plan (IEP) and individual family service plan (IFSP) with consultation and support from a specialist according to the needs of the child.

Section 5. An educator preparation institution offering an approved program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall establish an assessment system to judge the performance of a candidate on the interdisciplinary early childhood education teacher performance standards identified for this certificate.

Section 6. Standards for Program of Preparation. In order to receive approval of the Education Professional Standards Board, a program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall meet the standards established in this section.

(1) The program shall be designed to prepare candidates to teach and manage tasks as identified in the teacher performance standards established in Section 8 of this administrative regulation and as required in the "New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood, Birth to Primary - Standards with Criteria and Preamble."

(2) The program shall include a system of continuous assessment to evaluate a candidate's progress and level of attainment on the interdisciplinary early childhood education teacher performance standards. The assessments shall include performance on authentic teaching and managing tasks in settings that are inclusive of children across abilities and contexts.

(3) The program shall ensure that candidates from culturally diverse backgrounds are recruited and retained in the program.

(4) The program shall provide the candidate with knowledge and experiences to perform teaching and managing tasks identified in the teacher performance standards with children from culturally diverse backgrounds.

(5) The program shall include a student teaching experience in accordance with 16 KAR 5:040, which shall be supervised by a teacher who has a:

(a) Letter of approval issued by the Education Professional Standards Board certifying eligibility to continue teaching in an interdisciplinary early childhood position; or

(b) Rank II certification with emphasis in early childhood and at least three (3) years of teaching experience.

(6) The program shall be based on:

(a) The National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation; and

(b) The Council for Exceptional Children (CEC) content standards for:

1. Beginning special education teachers of early childhood students set out in CEC Content Standards for All Beginning Special Education Teachers; and

2. Beginning special education teacher common core set out in CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students.

(7) The program shall adhere to the program guidelines established in 16 KAR 5:010.

Section 7. Application for Program Approval. An educator preparation institution that proposes to offer a program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall make application for approval to the Ed-

ucation Professional Standards Board. The application for approval shall include a program description including the following:

- (1) Program outcomes that include teacher performance standards for interdisciplinary early childhood education;
- (2) Program components that provide a list of coursework, clinical and field experiences, and student teaching related to general education, interdisciplinary specialty studies, and professional studies;
- (3) A list of faculty responsible for and involved with the conduct of the specific program and their qualifications;
- (4) A description of candidate admission and retention policies and procedures that are specific to this program;
- (5) A description of the system of continuous assessment of interdisciplinary early childhood education teacher performance standards; and
- (6) Adherence with the program approval guidelines established in 16 KAR 5:010.

Section 8. Interdisciplinary Early Childhood Education Teacher Performance Standards. (1) Teacher Performance Standard I. The interdisciplinary early childhood education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(2) Teacher Performance Standard II. The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(3) Teacher Performance Standard III. The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(4) Teacher Performance Standard IV. The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

(5) Teacher Performance Standard V. The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(6) Teacher Performance Standard VI. The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(7) Teacher Performance Standard VII. The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve the educator's performance.

(8) Teacher Performance Standard VIII. The IECE educator supports families through family-centered services that promote independence and self-determination.

(9) Teacher Performance Standard IX. The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Section 9. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "The Council for Exceptional Children (CEC) Content Standards for All Beginning Special Education Teachers", 2001;

(b) "CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students", 2001;

(c) "The National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation", 2001; and

(d) "New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education, Birth to Primary - Standards with Criteria and Preamble", September 2002, Education Professional Standards Board.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (21 Ky.R. 1409; eff. 1-9-1995; 22 Ky.R. 1892; eff. 6-6-1996; 24 Ky.R. 937; 1245; eff. 12-4-1997; 25 Ky.R. 2205; eff. 5-3-1999; Recodified as 16 KAR 2:040; eff. 7-2-2002; 29 Ky.R. 1854; 2267; eff. 3-19-2003; 38 Ky.R. 635; 885; eff. 11-14-2011.)